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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on developing listening and speaking skills is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #46

Developing Listening and Speaking Skills

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Developing Speaking and Listening Skills

by Nancy Hyslop

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

The ability to seek information, to present ideas, and to listen to and interact with others frequently determines an individual's educational, social, and vocational success. However, American education typically has neglected formal instruction in the basic skills of speaking and listening. If this situation is going to improve in the coming decade, it is important that educators implement the most effective oral communication programs possible. In order to help the classroom teacher in the effort to develop effective programs, the following guidelines have been drawn from *National Standards: Oral and Written Communications* (1984).

Definition

For teachers interested in introducing speaking and listening components into their curriculum, it seems important to share the following common definition:

Oral communication is the process of interacting through heard and spoken messages in a variety of situations. Effective oral communication is a learned behavior, involving the following processes:

1. *Speaking in a variety of educational and social situations*. Speaking involves, but is not limited to, arranging and producing messages through the use of voice, articulation, vocabulary, syntax, and nonverbal cues (gesture, facial expression, vocal cues) appropriate to the speaker and listeners.
2. *Listening in a variety of educational and social situations*. Listening involves, but is not limited to, hearing, perceiving, discriminating, interpreting, synthesizing, evaluating, organizing, and remembering information from verbal and nonverbal messages.

Basic Assumptions

In addition to sharing a common definition, it seems equally important that teachers teaching speaking and listening skills share the same basic assumptions:

1. Any program should provide class time for systematic instruction in speaking and listening skills such as critical

listening, selecting, arranging, and presenting messages; giving and receiving constructive feedback; and nonverbal communication.

2. Instruction should provide a wide range of speaking and listening experiences in regard to situations (formal and informal), purposes (informing, persuading, and evaluating), audiences (classmates, teachers, peers, employers), forms (conversation, group discussion, interviews, and drama), and styles (impromptu, extemporaneous, and reading from manuscripts).

Evaluation

Efforts to evaluate students progress must be determined by qualified personnel using appropriate evaluation tools.

1. Evaluation should be based upon a variety of data including observations, self-evaluations, listeners' responses to messages, and formal tests.

2. Evaluation should encourage rather than discourage students' desires to communicate by emphasizing those behaviors which students can improve and thus enhance their ability to do so.

Guidelines for Developing Classroom Activities

Communication instruction emphasizes the interactive nature of speaking and listening. In order to provide a more useful tool, however, each area will be discussed separately.

Listening Skills. Because most teachers have received little if any instruction in how to teach listening, the following practical guidelines are suggested:

1. *Provide a purpose for listening*. Students should be given a specific purpose for each listening experience and should understand whether they are listening for the main idea, identifying supporting details, detecting moods, or differentiating fact from fiction.
2. *Set the stage for listening*. Teachers should be careful to terminate prior activities, eliminate distractions, set a definite purpose for listening, provide interesting lead-up activities, and allow flexible seating arrangements.
3. *Provide for follow-up experiences*. Follow-up activities should be well-planned, be implemented immediately after the listening activity, and be a direct extension of it. They might include such activities as classroom discussions, writing experiences, research, art projects, field trips, and library assignments.

4. *Use methodology that promotes positive listening habits.* Teachers should adjust the amount of time they require students to listen each day. Greater emphasis should be placed on shorter, intensive listening periods spaced throughout the day. Students also should have opportunities to listen to each other, and fewer occasions when they must listen to the teacher.

Speaking Skills. Informal procedures to enhance students' speaking skills have been used in classrooms as long as there have been teachers. Many teachers encourage students to talk to them and to each other; teachers listen closely, and they watch how students listen to and respond to one another. However, the following five major approaches to more formal instruction may serve as useful guidelines (Reed 1983):

1. *The Component Skills Approach*--the teacher focuses attention on mastery of clusters of specific skills.

   Examples: maintain eye contact
   place weight on both feet and stand still
   put hands at sides

2. *The Communication Activities Approach*--students experience a variety of oral communication activities

that prepare them to engage in situations found in everyday life.

Examples: Describe...vacation area they visited

Relate...an exciting or entertaining experience

Discuss...how much homework students should be required to do

3. *The Participant Network Approach*--students receive systematic instruction in interpersonal, small-group, public, and mass communication. These could be dealt with by concentrating on one during each grading period.

4. *The Referential Communication Games Approach*--students engage in activities that build the speaker's ability to describe an object--a referent--so that a listener will be able to identify the object.

Example: The teacher can set up a table of objects outside the viewing area of the class. One student is chosen to go look at the table, then come back and describe object without naming it. That student chooses a fellow student to look

at the table and decide what object was described. This student then chooses an object to describe....

5. *The Functional Communication Approach*--instruction focuses on developing a wide range of communication skills and behaviors in four areas--feeling, informing, controlling, and imagining.

   Example: These skills might be developed using the major categories of informative, persuasive, and entertaining speech situations.

Instruction in the basic skills of speaking and listening takes both time and effort. Teachers must assess the needs of each class, and then draw upon their own educational background in order to meet these needs. However, as teachers work within the framework of a common definition of oral communication, of similar basic assumptions as to what speaking and listening programs should involve, and of similar criteria for evaluating student achievement, they will take major steps toward providing curriculum continuity and developing effective oral communication programs.

ERIC DIGEST • Number 3, 1988
Clearinghouse on Reading and Communication Skills

Listening: Are we teaching it, and if so, how?

by Nancy B. Hyslop and Bruce Tone

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (1950), which found that people listen 45 percent of the time they spend communicating, is still widely cited (*e.g.*, Martin, 1987; Strother, 1987). Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in 1928, when he reported that people spent 70 percent of their waking time communicating and that three-fourths of this time was spent listening and speaking.

One might assume, then, that the development of listening skills gets considerable attention in our schools; but that does not appear to be the case. Burley-Allen (1982) found the classroom emphasis on language modes to be inversely related to the time people use them: students get 12 years of formal training in writing, 6-8 years in reading, 1-2 years in speaking, and from 0-1/2 year in listening. Swanson (1984b) calls this the "inverted curriculum."

Curriculum guides usually call for more extensive instruction in listening than children get; for as Swanson (1984a) found, there is a tendency for teachers not to emphasize the listening objectives. Many studies in the ERIC database suggest that educators have assumed that listening develops naturally (*e.g.*, Abelleira, 1987).

Another reason that listening is not emphasized may be that not having experienced much instruction on effective listening themselves, teachers are not certain how best to teach it. A study by Swanson (1986) suggests that teachers are not apt to get much training on teaching listening. His survey of 15 textbooks used in teacher education programs revealed that out of a total of 3,704 pages of text, only 82 pages mentioned listening.

How can listening be defined?

No widely accepted model for listening has developed in the past 10-15 years as one has in reading. The emerging processing model for reading has been intriguing and has led to close scrutiny of existing reading instructional materials and assessment instruments and to innovative attempts to develop new ones. For listening, no such conclusive model has yet emerged to direct extensive development of instructional materials.

The processing models for reading, however, contribute to our understanding of listening; and more than any other approaches to defining listening, appear to influence instruction. Pearson and Fielding (1983), among others, link listening skills to reading skills. They feel that reading and listening make use of similar language comprehension processes. As does reading, they maintain, listening involves the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure – all of which seem to be controlled by the same set of cognitive processes.

One aspect of listening which relates to high levels of comprehension may be more relevant to listening than to reading. Thomlison's (1984) definition of listening includes "active listening," which goes beyond comprehending literally to an empathetic understanding of the speaker. Gordon (1985) sees empathy as essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives – that it expands to "nonegocentric prosocial behavior" that altruistically accepts concern for the speaker's welfare and interests. Gordon admits, however, that a problem with research on empathy has been a lack of conceptual clarity.

Coakley (1985) tends to define listening skills as the opposites of negative attitudes. She discusses one common negative listening attitude as self-centeredness – as opposed to being "other-oriented" with a genuine interest in others that leads to acknowledging another person's comments by asking open-ended questions. Disrespect, another negative listening attitude, is shown by sending "superiority" signals and/or by interrupting.

In a careful attempt to compile a definition of listening as a synthesis of many other definitions, Hirsch (1986) treats aspects that span neurological responses and interpretation of sound to understanding and assigning meaning by reacting, selecting meaning, remembering, attending, analyzing, and incorporating previous experience. He groups definitions as 1) attempts to define the process; 2) explanations of sequential phases in listening – how sound is received, comprehended, and acted upon; and 3) generalist definitions that examine aspects of listening without sequencing them or relating each to the others as part of a process. Hirsch's own definition presents numerous components that do not suggest any sequential model but leave one free to focus on particular aspects of listening without attempting to oversimplify the complexity of how they may relate to each other.

What teaching methods should work?

A sampling of methodologies for teaching listening described in the ERIC database illustrates how the developing discussion of listening – particularly as it relates to reading – is contributing to directions in the classroom.

After reviewing relationships between listening and reading, Choate and Rakes (1987) offer a structured listening activity not unlike one that would promote reading comprehension. Four major steps that lead to comprehension of a selection read aloud by the teacher include 1) developing the concepts in the text by promoting discussion that ties the concepts to the students' backgrounds, 2) establishing a directive purpose for listening, 3) using visual aids while reading aloud to help the students focus attention and to reinforce concepts, and 4) asking questions that promote both literal and interpretive or critical responses.

Shoop (1986) proposes a technique that she says is equally successful in building listening, reading, or a combination of listening and reading comprehension. A narrative text is selected to be read aloud, silently, or both. The

teacher interrupts at several places to call a spontaneous news conference in which the students play investigative reporters at the scene of one of the story events. Their questioning promotes interpretive and critical responses.

Abelleira argues that listening should be taught as a separate mode. The first three of five components in her approach to introducing listening to first graders are included to make sure that the pupils understand how the auditory system functions, have some grasp of the science of sound, and know some rules that relate to successful group discussion. The last two components are a list of objectives for the instruction: the students should learn to decode; follow verbal instructions; infer word meanings; listen for details, sequence, and main idea; distinguish fact from opinion; and identify mood. These objectives matched closely the instrument that Abelleira used to demonstrate that the method is effective. Interestingly, they are also very compatible with those on many standardized reading tests.

Questioning, usually by the teacher, is the key to most of the instructional strategies in the literature about teaching listening. Coakley's contention that listeners need to be "other oriented" is reflected in a lesson described by Desjardins (1987). The instructor asked deliberately difficult questions after reading some text to college students. As was expected, the students began objecting that having only listened to the material, they found the questions based on it unreasonably difficult. The instructor encouraged this discussion which led to the students volunteering that they had not made the most serious effort to comprehend and were inclined to put the burden of communication on the speaker when they listened.

Lundsteen (1985) points out that the quality and appeal what one is asked to listen to is instrumental in determining how well a listener attends and suggests that the same textual qualities that promote attentive reading comprehension should promote more skillful listening.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and they present specific exercises to make students active listeners to the same "inner voice" one hears when writing.

The tendency of many teaching methodologies and techniques on listening to draw on theory, objectives, and skills more established in the other language modes seems reasonable. The interest in empathy may ultimately distinguish a listening model from those of the other language modes; on the other hand, it is not yet clear why empathy would not also be relevant to reading. The neglect of listening may, in fact, be most efficiently remedied by transferring what is practiced in developing reading, writing, and speaking proficiencies and skills.

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Assessing Listening and Speaking Skills

Why Teach and Assess Listening and Speaking Skills?

Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced, and improved.

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students. The concerns of measurement, as they relate to oral communication, are highlighted below. Detailed discussions of speaking and listening assessment may be found in Powers (1984), Rubin and Mead (1984), and Stiggins (1981).

How Are Oral Communication and Listening Defined?

At the core of any assessment is defining the domain of knowledge, skills, or attitudes to be measured. Most people define oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when people describe speaking skills, they do so in a context of public speaking. Recently, however, definitions of speaking have been expanded (Brown 1981). One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life—for example, giving directions, asking for information, or providing basic information in an emergency situation. The latter approach has been taken in the Speech Communication Association's guidelines for elementary and secondary students. Many of these broader views stress that oral communication is an *interactive* process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components.

Listening, like reading comprehension, is usually defined as a receptive skill comprising both a physical process and an interpretive, analytical process. (See Lundsteen 1979 for a discussion of listening.) However, this definition is often expanded to include critical listening skills (higher-order skills such as analysis and synthesis) and nonverbal listening (comprehending the meaning of tone of voice, facial expressions, gestures, and other nonverbal cues). The expanded definition of listening also emphasizes the relationship between listening and speaking.

How Are Speaking Skills Assessed?

Two methods are used for assessing speaking skills. In the *observational* approach, the student's behavior is observed and assessed unobtrusively. In the *structured* approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting—with the test administrator and one student—or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.

Both observational and structured approaches use a variety of rating systems. A *holistic* rating captures a general impression of the student's performance. A *primary trait* score assesses the student's ability to achieve a specific communication purpose—for example, to persuade the listener to adopt a certain point of view. *Analytic* scales capture the student's performance on various aspects of communication, such as delivery, organization, content, and language. Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic.

A major aspect of any rating system is rater objectivity: Is the rater applying the scoring criteria accurately and consistently to all students across time? The reliability of raters should be established during their training and checked during administration or scoring of the assessment. If ratings are made on the spot, two raters will be required for some administrations. If ratings are recorded for later scoring, double scoring will often be needed.

How Are Listening Skills Assessed?

Listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension.

Important elements in all listening tests are (1) the listening stimuli, (2) the questions used, and (3) the test environment.

The listening stimuli should represent typical oral language, and not consist of simply the oral reading of passages designed to be written material. The material should model the language that students might typically be expected to hear in the classroom, in various media, or in conversations. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting and relatively short. To ensure fairness, topics should be grounded in experience common to all students irrespective of sex and geographic, socioeconomic, or racial/ethnic background.

In regard to questions, multiple-choice items should focus on the most important aspects of the passage—not trivial details—and should measure skills from a particular domain. Answers designated as correct should be derived from the passage, without reliance on the student's prior knowledge or experience. Questions and response choices should meet accepted psychometric standards for multiple-choice questions.

An alternative to the multiple-choice test is a performance test that requires students to select a picture or actually perform a task based on oral instruction. For example, students might hear a description of several geometric figures and choose pictures that match the description, or they might be given a map and instructed to trace a route that is described orally.

The testing environment for listening assessment should be free of external distractions. If stimuli are presented from a tape, the sound quality should be excellent. If stimuli are presented by a test administrator, the material should be presented clearly, with appropriate volume and rate of speaking.

How Should Assessment Instruments Be Selected or Designed?

Identifying an appropriate instrument depends upon the purpose for assessment and the availability of existing instruments. If the purpose is to assess a specific set of skills—for instance, diagnosing strengths and weaknesses or assessing mastery of an objective—the test should match those skills. If appropriate tests are not available, it makes sense to design an assessment instrument to reflect specific needs. If the purpose is to assess communication broadly—for instance, evaluating a new program or assessing district goals—the test should measure progress over time and, if possible, describe that progress in terms of external norms, such as national or state norms. In this case, it is useful to seek out a pertinent test that has undergone careful development, validation, and norming, even if it does not exactly match the local program.

Several reviews of oral communication tests are available (Rubin and Mead 1984). The Speech Communication Association has compiled a set of *Resources for Assessment in Communication,* which includes standards for effective oral communication programs, criteria for evaluating instruments, procedures for assessing speaking and listening, an annotated bibliography, and a list of consultants.

Conclusions

The abilities to listen critically and to express oneself clearly and effectively contribute to a student's success in school and later in life. Teachers concerned with developing the speaking and listening communication skills of their students need methods for assessing their students' progress. These techniques range from observation and questioning to standardized testing. However, even the most informal methods should embrace the measurement principles of reliability, validity, and fairness. The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available.

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National Assessment of Educational Progress

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ Date_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ310828
AU: Armstrong,-Linda
TI: Is Anybody Listening?
PY: 1985
JN: Learning; v13 n6 p33 Feb 1985
AV: UMI
DE: Audiolingual-Skills; Aural-Learning; Elementary-Education; Language-Arts; Listening-Comprehension
DE: *Listening-Skills; *Teaching-Methods
AB: Varied exercises are offered for teachers to use in sharpening students' listening skills. (DG)

AN: ED296362
TI: Basic Skills First, K. Language Arts Curriculum Guide.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 106 p.; For other guides in this series, see CS 211 370-377.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Communication-Skills; Course-Content; Handwriting-; Listening-Skills; Primary-Education; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Kindergarten-; *Language-Arts; *Learning-Activities
AB: This language arts curriculum guide for kindergarten combines the Basic Skills First Reading Guide and the Language Arts Guide to provide a comprehensive kindergarten curriculum. The objectives in the guide are categorized according to the strands (divisions of skill areas) for grades 1-12 to show how the curriculum in kindergarten prepares students for academic learning in those grades. The guide is divided into the following language arts strands: (1) handwriting; (2) spelling; (3) composition; (4) thinking and organizational skills; (5) listening skills; and (6) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED262240
TI: Basic Skills Improvement Program. An Information Booklet for Parents.
CS: New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
PY: [1984]

NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Admission-Criteria; Communication-Skills; Educational-Strategies; Elementary-Education; Instructional-Materials; Learning-Activities; Mathematics-Skills; Program-Content; Reading-Skills; Resource-Materials; Speech-Communication; State-Programs; Writing-Skills
DE: *Basic-Skills; *Home-Study; *Parent-Participation; *Parent-School-Relationship; *Parent-Student-Relationship; *Skill-Development
AB: This informational booklet outlines the services available to New Jersey elementary school children in the area of basic skills development and offers suggestions as to how parents can support their child's educational development. The first part of the guide outlines the content, admissions criteria, and funding sources of New Jersey's Basic Skills Development Program. Next, guidelines are provided to assist parents in supporting and reinforcing the school's role. Included in the third part of the booklet are activities for developing basic skills in the following subject areas: oral communication, writing, reading, and mathematics. A list of suggested supplies to have in the home is provided. Concluding the booklet is a list of ways in which parents can become involved in the schools. (MN)

AN: ED279001
AU: Blume,-Delorys
TI: The Echoing Fishbowl or How to Get Kids to Listen.
PY: 1983
JN: Montana-English-Journal; v7 n1 p15-21 Fall 1983
NT: 8 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Group-Activities; Primary-Education; Speech-Communication
DE: *Class-Activities; *Interpersonal-Communication; *Listening-Habits; *Listening-Skills; *Student-Behavior; *Teaching-Methods
AB: Focusing on the difficulties primary teachers often encounter when trying to get their students to listen, this article presents two exercises that have proved effective in improving students' listening skills. The first exercise, "The Echoing Fishbowl," provides children with attentive listening experience by putting them in a situation in which, to be allowed to express their views, they must first listen to the previous speaker well enough to repeat the main ideas conveyed. The second exercise, "An Experiment in Communication," gives students concrete experience of one-way and two-way communication. It involves dividing students into pairs and having each student take a turn as both the giver and the follower of directions. The article details the procedures, evaluation, and materials needed for each exercise and emphasizes that, to teach listening skills

effectively, instructors must first become good listeners themselves. (JD)

AN: EJ357971
AU: Brock,-Sue
TI: Talking Helps Young Writers.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p100-19 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Class-Activities; Communication-Research; Critical-Thinking; Elementary-Education; Protocol-Analysis; Speech-Communication; Speech-Skills; Writing-Instruction; Writing-Skills
DE: *Classroom-Observation-Techniques; *Oral-Language; *Role-Playing; *Teaching-Methods
AB: Discusses ways in which talk during writing and group discussion can help children's writing, including (1) helping teachers learn to listen, (2) teaching children to elaborate and clarify, (3) giving children experience with an audience and reasons for writing, (4) helping children gather ideas and assistance, and (5) teaching children to be critical. (SKC)

AN: EJ357968
AU: Casburn,-Judy
TI: Improving Interactions in a Reception Class.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p75-83 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Class-Activities; Communication-Research; Elementary-Education; Speech-Communication; Speech-Skills; Writing-Skills
DE: *Classroom-Design; *Classroom-Observation-Techniques; *Group-Discussion; *Oral-Language; *Role-Playing; *Teaching-Methods
AB: Describes how a teacher used planned observations of classroom interactions to lead to role playing, class discussion, and changes in seating arrangements. The strategies resulted in marked improvements in classroom interactions and in academic work. (SKC)

AN: EJ360644
AU: Choate,-Joyce-S.; Rakes,-Thomas-A.
TI: The Structured Listening Activity: A Model for Improving Listening Comprehension.
PY: 1987
JN: Reading-Teacher; v41 n2 p194-200 Nov 1987
AV: UMI
DE: Class-Activities; Curriculum-Development;

Kindergarten-Children; Models-; Primary-Education; Reading-Comprehension; Teaching-Methods
DE: *Listening-Comprehension; *Listening-Skills
AB: Offers classroom teachers a way to use listening activities to improve students' comprehension, a procedure that has worked well with a group of children in grades K-3. (JC)

AN: ED279004
AU: Ediger,-Marlow
TI: A Guide to the Language Arts (A Collection of Essays).
PY: [1986]
NT: 35 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Computer-Assisted-Instruction; Computer-Literacy; Content-Area-Reading; Creative-Writing; Educational-Philosophy; Elementary-Education; Handwriting-; Inservice-Teacher-Education; Instructional-Improvement; Learning-Processes; Listening-; Reading-Programs; Science-Curriculum; Speech-Curriculum; Speech-Skills; Teacher-Student-Relationship; Teacher-Workshops; Teaching-Methods; Writing-Skills
DE: *Curriculum-Design; *Curriculum-Development; *English-Curriculum; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Discussing various aspects of the language arts curriculum, this guide contains the following essays: (1) "Listening and the Child in the Language Arts Curriculum," which details a philosophy for teaching and learning in the language arts; (2) "Creative Writing in the Curriculum," which outlines ways teachers can help students achieve creatively; (3) "The Writing Curriculum: Creative Versus Practical," which discusses writing as both a creative and a practical endeavor; (4) "The Handwriting Curriculum," which addresses the behaviorism/humanism dichotomy and other issues regarding handwriting instruction; (5) "Learning Activities in the Language Arts," which presents practical teaching strategies for maximizing students' achievement in the language arts; (6) "Reading Instruction, the Pupil, and the Teacher," which describes how teachers can help individual students achieve at their own optimal level; (7) "Reading in the Science Curriculum," which focuses on word recognition and comprehension skills needed to read in the science curriculum; (8) "Reporting Pupil Progress in Reading," which outlines criteria for conducting parent/teacher conferences; (9) "Recent Trends in the Oral Communication Curriculum," which presents teaching ideas to help develop students' speech proficiency; and (10) "Inservice Education and the Computer," which describes a workshop designed to help teachers develop their computer skills and optimize computer usage in the curriculum. (JD)

AN: ED300769

AU: Ediger,-Marlow
TI: Reading and the Language Arts.
PY: [1988]
NT: 59 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Class-Activities; Computer-Assisted-Instruction; Elementary-Education; Language-Arts; Linguistics-; Teaching-Methods
DE: *Handwriting-; *Listening-Skills; *Reading-Instruction; *Reading-Readiness; *Reading-Strategies; *Writing-Instruction
AB: Intended for elementary school teachers, this article deals with reading readiness, handwriting, listening skills, and linguistics in the elementary school. The reading readiness section discusses utilizing pictures in teaching, using real objects in teaching, making picture dictionaries, placing labels on objects, developing experience charts, using a variety of audio-visual aids, telling stories, visual discrimination, auditory discrimination, determining readiness for reading, assisting pupils in identifying words, using configuration clues,

using context clues, using phonetic analysis, using syllabication, using picture clues, purposes in reading, reading for facts, skimming, reading for sequence in ideas, reading to follow directions, reading for a main idea, determining reading levels of pupils, microcomputers in the reading curriculum, psychology of microcomputer instruction, and purposes of microcomputer instruction. The handwriting section discusses handwriting in the elementary school, and teaching handwriting, and is followed by a discussion of learning to listen. The final section deals with linguistics in the elementary school; patterns of sentences; expanding sentences; building new sentences; stress, pitch and juncture; and teaching students to communicate. (SR)

AN: ED262438
TI: Elementary Language Arts: Strategies for Teaching and Learning.
CS: Ohio State Dept. of Education, Columbus.
PY: 1982
NT: 63 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Childrens-Literature; Classroom-Environment; Cognitive-Processes; Elementary-Education; English-Instruction; Inservice-Teacher-Education; Instructional-Materials; Language-Skills; Listening-Skills; Models-; Reading-Instruction; Reading-Skills; Speech-Skills; Teaching-Methods; Writing-Instruction; Writing-Skills
DE: *Curriculum-Development; *Integrated-Curriculum; *Language-Acquisition; *Language-Arts
AB: Intended for use as an inservice tool for elementary school teachers and as an independent study tool, this guide provides a

framework for designing language experiences in the classroom. Following an introduction, the first section of the guide deals with language as communication, as thought, and as a series of

interrelated skills. Three questions language arts teachers must ask themselves are posed: whether they give receptive and expressive skills equal time, whether inner thought can occur without language, and whether teachers interrelate the language arts. The second section explores creating an environment for language, and is organized around the essential areas of language teaching. The section includes three language arts teaching frameworks, ways of providing for interaction between the different language arts, and two suggested models for enriching the context for language learning. The third section deals with designing language experiences in the areas of listening, oral expression, dramatization, written expression, literature as a base for critical reading, and a framework for teaching reading using children's literature. In addition to the resource lists in each skill area, a selected list of writings in language arts is included in a bibliography. (HTH)

AN: ED252846
TI: English/Reading Instructional Course Outline for Grade 6 in the Junior High School. Publication No. SC-842.
CS: Los Angeles Unified School District, Calif.
PY: 1983
AV: Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 North Grand Ave., Los Angeles, CA 90012 ($2.75).
NT: 74 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Curriculum-Development; Elementary-Education; Grade-6; Junior-High-Schools; Listening-Skills; Literature-Appreciation; Reading-Skills; Speech-Skills; Teacher-Role; Writing-Skills
DE: *Course-Content; *English-Curriculum; *English-Instruction; *Integrated-Curriculum; *Language-Arts; *Skill-Development
AB: Emphasizing that both process (the "how" of language arts and operations) and content (the "what" of curriculum) must be considered in the development of language arts programs, this guide provides an integrated English/reading core curriculum for sixth grade students in a culturally and economically diverse

urban school district. Various sections of the guide contain (1) a statement of philosophy; (2) a list of teacher repsonsibilities in implementing the curriculum; (3) lists of skills objectives for reading, listening, speaking, and writing; (4) instructions for using the skills objectives; (5) sample lesson plans; (6) the essential skills to be covered; (7) guidelines for the assignment of homework; (8) evaluation procedures; (9) suggestions for teaching test taking skills; (10) lists of the intellectual characteristics of sixth grade students; (11) tips for parents

who want to help reinforce the skills; and (12) a list of resources needed. The section of the guide containing essential skills to be covered is divided into thematic units ranging from six to ten weeks in length, each focusing on a literary genre. (FL)

AN: EJ388669
AU: Funk,-Hal-D.; Funk,-Gary-D.
TI: Guidelines for Developing Listening Skills.
PY: 1989
JN: Reading-Teacher; v42 n9 p660-63 May 1989
AV: UMI
DE: Class-Activities; Elementary-Education; Listening-Habits; Skill-Development; Teaching-Methods
DE: *Listening-Skills
AB: Provides guidelines for developing listening skills at the elementary level. Asserts that effective listening instruction occurs as part of ongoing classroom activities, and suggests that students be given a variety of different listening experiences, such as listening for appreciation, information, critical analysis, and creative exposure. Provides a sample listening activity. (MM)

AN: ED219746
AU: Gray,-Philip-A.
TI: The Relationship between Oral Communication and Reading as Basic Skills.
PY: 1982
NT: 11 p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basic-Skills; Elementary-Education; Language-Acquisition; Listening-; Teaching-Methods; Writing-Composition; Writing-Skills
DE: *Oral-Language; *Reading-Skills; *Speech-Skills
AB: The relationships that exist among the skills of reading, writing, speaking, and listening suggest a need for greater attention to oral communication processes in the formal instructional program. The extent of these relationships is such that four national associations drafted a joint paper stating that oral language competency is the basis for success in reading, and students with an adequate facility in spoken language are less likely to suffer reading and writing

difficulties. A Right to Read pamphlet states that reading and talking are interrelated skills: enhancement of one contributes to the development of the other. Unfortunately, the pamphlet also suggests that by school age, children have acquired the fundamentals of language and that their sounds system is completely matured. Such an assumption ignores the facts that

communication behavior is dynamic, that oral communication abilities develop differently in individuals, and that the effective development and use of each of the language skills is dependent upon continued, systematic, and focused instruction in each. Successful instruction in both oral communication and reading will (1) differentiate between basic skills and minimal competencies, (2) focus on processes rather than products, (3) provide explicit communication experiences, (4) provide opportunities to evaluate the effects of the strategies employed in communicating/ reading, and (5) share in the joy of using language. (HTH)

AN: EJ331251
AU: Green,-Frank
TI: Language Arts Instruction: Lessons from the British.
PY: 1986
JN: Language-Arts; v63 n4 p378-82 Mar 1986
NT: Special Issue: Talking with Society.
DE: Comparative-Analysis; Educational-Improvement; Elementary-Education; Foreign-Countries; Oral-Language; Speech-Skills
DE: *Cultural-Differences; *Language-Arts; *Reading-Instruction; *Teaching-Methods; *Writing-Skills
AB: Discusses four British educational practices dealing with reading instruction, written language, copybooks, and oral language and how they differ from American practices. (HTH)

AN: EJ275389
TI: Is Everyone Out There Listening?
PY: 1983
JN: Instructor; v92 n6 p70-72,74 Feb 1983
AV: Reprint: UMI
DE: Critical-Thinking; Educational-Games; Elementary-Education; Language-Rhythm; Verbal-Communication
DE: *Classroom-Communication; *Learning-Activities; *Listening-Comprehension; *Listening-Skills; *Skill-Development; *Teaching-Methods
AB: Students can become better listeners by learning to: (1) listen accurately; and (2) listen critically, when interpretation is required. Teachers can foster accurate listening through games demanding close attention to rhythm instruments and directions. They can encourage critical listening through music exercises and activities that involve distinguishing fact from opinion. (PP)

AN: ED269831
AU: Jaben,-Twila-H.
TI: Implementation of Creative Listening Strategies in the Classroom.
PY: 1986

NT: 19 p.; Paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Cognitive-Processes; Convergent-Thinking; Creativity-; Elementary-Education; Language-Arts; Learning-Strategies; Speech-Communication
DE: *Creative-Activities; *Divergent-Thinking; *Learning-Activities; *Listening-Comprehension; *Listening-Skills; *Teaching-Methods
AB: Arguing that listening is a skill that should be taught systematically in the schools, this paper presents a rationale and strategies for implementing listening instruction in the classroom. The paper first contrasts convergent and divergent thinking, noting that creativity and problem solving are in this

latter mode. Next, it examines definitions of creativity and listening. It then describes how to implement listening instruction, and how to create the appropriate environment for teaching the following listening skills: prelistening strategies, listening strategies, listening for verbal and nonverbal cues, and listening for main and supporting ideas and learning to ignore irrelevant information. The paper concludes with six detailed creative listening activities. (HOD)

AN: ED243737
TI: Kindergarten. History-Social Science: A Brief Curriculum Guide.
CS: Kern County Superintendent of Schools, Bakersfield, Calif.
PY: 1982
NT: 21 p.; Exerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 547-552. The resource list may not reproduce clearly.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Behavioral-Objectives; Career-Awareness; Conflict-Resolution; Cooperation-; Curriculum-Development; Curriculum-Guides; Dance-; Democratic-Values; History-Instruction; Kindergarten-; Learning-Activities; Listening-Skills; Map-Skills; Media-Selection; Music-Activities; Perceptual-Development; Primary-Education; Resource-Materials; Self-Esteem; Sensory-Training; Sequential-Approach; Skill-Development; Social-Sciences
DE: *Self-Concept; *Social-Studies
AB: This handbook outlines the kindergarten course entitled "Myself and Others in My World." A statement of the California

philosophy of history-social science education precedes the handbook's three sections. The first two sections present major goals of the program, an overview of social studies content for grades K-6, and a chart of areas of study for grades K-12. Section 3 describes the topics, concepts, skills, learning

activities, and media resources for the kindergarten course. Topics covered include self-concept, personal needs, self-awareness, the five senses, map skills, rules, listening skills, cooperation, conflict, jobs, songs and dances, and special occasions. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

AN: ED296363
TI: Language Arts Curriculum Guide, 1.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 115 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Listening-Skills; Primary-Education; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Grade-1; *Language-Arts; *Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for first grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2)

grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizing skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED296364
TI: Language Arts Curriculum Guide, 2.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 128 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Listening-Skills; Primary-Education; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills

DE: *Course-Objectives; *Grade-2; *Language-Arts;
*Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for second grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED296365
TI: Language Arts Curriculum Guide, 3.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 177 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Listening-Skills; Primary-Education; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Grade-3; *Language-Arts;
*Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for third grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED296366
TI: Language Arts Curriculum Guide, 4.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 153 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Intermediate-Grades; Listening-Skills; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Grade-4; *Language-Arts; *Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for fourth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED296367
TI: Language Arts Curriculum Guide, 5.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 163 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Intermediate-Grades; Listening-Skills; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Grade-5; *Language-Arts; *Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal

objectives for fifth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: ED296368
TI: Language Arts Curriculum Guide, 6.
CS: Tennessee State Dept. of Education, Nashville.
PY: 1987
NT: 161 p.; For other guides in this series, see CS 211 369-377.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Communication-Skills; Course-Content; Grammar-; Handwriting-; Intermediate-Grades; Listening-Skills; Public-Schools; Skill-Development; Speech-Communication; Spelling-Instruction; State-Curriculum-Guides; Writing-Instruction; Writing-Skills
DE: *Course-Objectives; *Grade-6; *Language-Arts; *Learning-Activities
AB: As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for sixth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

AN: EJ269747
AU: Lemons,-Robert-L.; Moore,-Samuel-C.
TI: The Effects of Training in Listening on the Development of Reading Skills.
PY: 1982

JN: Reading-Improvement; v19 n3 p212-16 Fall 1982
AV: Reprint: UMI
DE: Black-Youth; Elementary-Education; Grade-4; Intermediate-Grades; Reading-Instruction; Teaching-Methods
DE: *Listening-Skills; *Reading-Research; *Reading-Skills; *Transfer-of-Training
AB: Reveals that the reading skills of Black fourth-grade students improved after they had received training in listening. (FL)

AN: ED264536
TI: Motivation, [Compiled from Columns in Ten Issues of "The Reading Teacher," January, February, March, April, and May 1984.]
CS: International Reading Association, Newark, Del.
PY: 1984
JN: The-Reading-Teacher; v37 n4,6-9 v38 n2,6-9 Jan 1984-May 1985
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Developmental-Tasks; Elementary-Education; Language-Arts; Listening-Skills; Speech-Skills; Study-Skills; Teaching-Methods; Writing-Skills
DE: *Class-Activities; *Learning-Activities; *Motivation-Techniques; *Reading-Instruction; *Student-Motivation
AB: "Motivation" is a regular column feature in issues of the journal "The Reading Teacher." Each column presents techniques for motivating students to read that have been submitted by readers of the journal. This compilation gathers together ten columns appearing across 1984-1985. The ten columns deal with the following topics: (1) listening and following directions; (2) building independent learners; (3) writing; (4) oral expression; (5) staying on task; (6) using peer influence to motivate students to read; (7) offering students opportunities for active, personal involvement in the reading program; (8) using techniques that allow students to recognize themselves as invaluable school resources; (9) using strategies involving the principal's office as a source of positive motivation; and (10) creating an environment in the reading laboratory that motivates students to read. Each article presents background information on motivating students within a particular skill area, and suggests ways to assure student participation. (EL)

AN: EJ335393
AU: Paley,-Vivian-Gussin
TI: On Listening to What the Children Say.
PY: 1986
JN: Harvard-Educational-Review; v56 n2 p122-31 May 1986
AV: UMI
DE: Preschool-Education; Tape-Recorders
DE: *Classroom-Techniques; *Elementary-Education; *Listening-Skills; *Teacher-Student-Relationship;

*Teaching-Methods; *Young-Children
AB: The author has developed a method for studying the young child in her classroom that is at the same time a new approach to teaching. In this article, she explains how the method evolved and describes its effect in the classroom. (Author/CT)

AN: ED252843
AU: Parker,-Robert-P., Ed.; Davis,-Frances-A., Ed.
TI: Developing Literacy: Young Children's Use of Language.
CS: International Reading Association, Newark, Del.
PY: 1983
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (Book Number 531, $7.00 member, $10.00 nonmember).
NT: 192 p.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Cultural-Influences; Educational-Research; Listening-Skills; Reading-Skills; Speech-Skills; Teaching-Methods; Theories-; Writing-Skills
DE: *Child-Language; *Language-Acquisition; *Language-Processing; *Literacy-
AB: Recognizing that language itself is not an isolated entity but part of a larger social, cultural, and cognitive context, the papers in this book investigate the relationships among all aspects of language--reading, writing, speaking, and listening. Literacy is dealt with as the development of language in young children. Issues related to this theme are explored from many different viewpoints--the researcher, the teacher, the psychologist, and the anthropologist--and studies from several countries are analyzed and synthesized to form theoretical constructs. Guiding principles, or models, based on these constructs are presented that suggest ways in which older people can help young children become literate. The following papers are included: "Adult Assistance to Language Development: Scaffolds, Models, and Direct Instruction" (C. B. Cazden); "Thinking and Experience: The Cognitive Base for Language Experience" (I. Athey); "Language Development and Learning to Write: Theory and Research Findings" (R. P. Parker); "Children's Use of Language and Learning to Read" (J. Tough); "Beginning Reading Development: Strategies and Principles" (Y. M. Goodman); "Creating Minds, Created Texts: Writing and Reading (J. Birnbaum and J. Emig); "Writing: What For?" (N. Martin); "The Reading Transaction: What For?" (L. M. Rosenblatt); "Schooling and the Growth of the Mind" (R. P. Parker); "Developing Literacy: Observation, Analysis, and Mediation in Schools" (F. A. Davis); and "Reading and Writing in the Real World: Explorations into the Culture of Literacy" (D. M. Smith). (HTH)

AN: ED233380
AU: Reed,-Linda

TI: Assessing Children's Speaking, Listening, and Writing Skills. The Talking and Writing Series, K-12: Successful Classroom Practices.
CS: Dingle Associates, Inc., Washington, D.C.
PY: 1983
NT: 41 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Research; Elementary-Education; Listening-Skills; Speech-Skills; Teacher-Role; Testing-Problems
DE: *Communication-Skills; *Educational-Assessment; *Evaluation-Methods; *Test-Selection; *Test-Use; *Writing-Evaluation
AB: Prepared as part of a series applying recent research in oral and written communication to classroom practice, this booklet reviews a number of concepts and issues important to communication assessment. The first section of the booklet discusses several issues related to assessing communication at both district and classroom levels. Issues discussed include the availability of assessment instruments, conflicts in definitions, concerns about curriculum, demands placed on teacher time, and mismatches between classroom instruction and standardized tests. The second section answers a number of questions teachers ask before they decide how they will assess student progress, while the third briefly discusses several factors that play an important role in the student-teacher relationship. The fourth examines the role of assessment in developing communication competence and reviews assessment techniques. Writing assessment methods covered include holistic scoring, analytical scoring, T-unit analysis. primary trait scoring, and informal assessment. A copy of a teacher-made rating scale for assessing oral communication is also presented. Examples of student work are included throughout the booklet. (FL)

AN: EJ343694
AU: Ross,-Elinor-P.
TI: Classroom Experiments with Oral Reading.
PY: 1986
JN: Reading-Teacher; v40 n3 p270-75 Dec 1986
AV: UMI
DE: Elementary-Education; Reading-Comprehension; Skill-Development; Teacher-Role
DE: *Communication-Skills; *Integrated-Activities; *Learning-Activities; *Oral-Reading; *Reading-Instruction
AB: Notes that good oral reading can strengthen the relationship between the spoken and printed word and improve comprehension. Offers suggestions to develop students' ability to read aloud. (FL)

AN: ED251881
AU: Sayre,-Joan-M.

TI: Helping the Child to Listen and Talk: Suggestions for Parents, Teachers, Speech-Language Pathologists, and Others. Second Edition.
PY: 1984
AV: The Interstate Printers & Publishers, Inc., 19-27 North Jackson St., Danville, IL 61832 ($0.75 prepaid; 1-24 copies, no discount; 25-100 copies, 30% discount).
NT: 43 p.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Hearing-Impairments; Language-Acquisition; Language-Arts; Language-Handicaps; Learning-Activities; Parent-Role; Teacher-Attitudes; Teacher-Role
DE: *Communication-Disorders; *Communication-Skills; *Listening-Skills; *Speech-Skills; *Teaching-Methods
AB: Intended for parents, teachers, speech-language pathologists, and others within the child's "communication environment," this booklet contains suggestions and illustrations for improving children's listening and speech skills. In addition, it presents basic information related to normal communication development, as well as information about communication disorders, and provides practical ways of identifying and helping children with speech, hearing, or language problems. The appendix offers games to improve listening and suggestions for making a wall chart that may be used to help children identify particular sounds. (HOD)

AN: ED257165
AU: Thomlison,-T.-Dean
TI: Relational Listening: Theoretical and Practical Considerations.
PY: 1984
NT: 30 p.; Paper presented at the Annual Meeting of the International Listening Association (Scottsdale, AZ, March 7-10, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Auditory-Training; Aural-Learning; Cognitive-Processes; Elementary-Education; Language-Processing; Speech-Communication; Teaching-Methods
DE: *Interpersonal-Communication; *Interpersonal-Relationship; *Learning-Theories; *Listening-Comprehension; *Listening-Skills
AB: Attempting to present empathy as a vital ingredient of effective interpersonal listening, this paper first provides a brief historical tracing of the major trends in listening theory and research. This review then serves as a backdrop for a partial justification of an empathic listening emphasis that includes a clarification of some misconceptions regarding empathic listening while indicating potential dangers in a pure skills orientation to listening education. Next, the paper provides a delineation of some of Robert Carkhuff's theories regarding therapeutic listening and their general applicability to listening education and training. Carkhuff's seven dimensions for effective

interpersonal facilitation and the five levels of each are individually examined. Finally, the paper offers suggestions on one approach using the Carkhuff model to teach listening skills through a methodology that maintains the integrity of the transactional perspective while avoiding the problems often associated with technique and the skills/process dichotomy. (Author/HOD)

AN: EJ322101
AU: Wagner,-Betty-Jane
TI: ERIC/RCS Report: Integrating the Language Arts.
PY: 1985
JN: Language-Arts; v62 n5 p557-60 Sep 1985
AV: UMI
DE: Elementary-Education; Listening-; Speech-Skills; Teaching-Methods
DE: *Classroom-Environment; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom. (HTH)

AN: ED287173
AU: Watson,-Dorothy-J., Ed.
TI: Ideas and Insights: Language Arts in the Elementary School.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1987
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 22590-222, $11.95 member, $14.95 nonmember).
NT: 246 p.
PR: EDRS Price - MF01/PC10 Plus Postage.
DE: Elementary-Education; English-Curriculum; Family-School-Relationship; Integrated-Activities; Language-Acquisition; Language-Usage; Listening-Skills; Literature-Appreciation; Newspapers-; Reading-Assignments; Reading-Skills; Reading-Writing-Relationship; Teaching-Methods; Writing-Exercises; Writing-Skills
DE: *Class-Activities; *Content-Area-Reading; *Content-Area-Writing; *Language-Arts; *Reading-Instruction; *Writing-Instruction
AB: Intended to provide elementary school language arts teachers with new and interesting teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the whole language approach to learning. Chapters discuss the following: (1) a world of language in use; (2) literature points the way (including themes and organization, literature and

experience, and extended literature); (3) making sense by reading (including predictions and expectations, reading awareness and control, invitations to read, and music, drama, and reading); (4) writing for self-expression; (5) learning to write by writing; (6) writing for an audience (including developing a sense of audience, and messages, notes, and letters); (7) reading, writing, listening, and speaking across the curriculum (including language arts across the curriculum, and reading and writing newspapers); (8) kids helping other kids: the collaborative effort (including cooperative learning, and games and holiday activities); (9) home is where the start is; and (10) valuing and evaluating learners and their language. The 15-page bibliography contains sections on read-aloud books, wordless books, extending literature and reading leading to writing, predictable language, predictable life experience books for upper elementary children, sing-along books, children's magazines, and publishers of children's writing. A list of teaching activities in the book is included. (SKC)

AN: EJ381757
AU: Winn,-Deanna-D.
TI: Develop Listening Skills as a Part of the Curriculum.
PY: 1988
JN: Reading-Teacher; v42 n2 p144-46 Nov 1988
AV: UMI
DE: Elementary-Education; Skill-Development; Teaching-Methods
DE: *Curriculum-Development; *Listening-Skills;
*Student-Centered-Curriculum
AB: Notes the importance of developing listening skills through direct instruction. Identifies specific listening skills and suggests how to teach them. Describes how both teachers and students can develop a listening skills curriculum. (MM)

AN: EJ357970
AU: Zubrick,-Ann
TI: Oral Narrative in Young Children: Implications for Early Reading and Writing.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p97-99 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Beginning-Reading; Class-Activities; Communication-Research; Elementary-Education; Reading-Instruction; Speech-Communication; Speech-Skills; Writing-Instruction; Writing-Skills
DE: *Classroom-Observation-Techniques; *Group-Discussion; *Oral-Language; *Story-Telling; *Teaching-Methods
AB: Suggests that observations of young children's story constructions can be used to help teachers provide appropriate oral language experiences in classroom programs for beginning readers and writers. (SKC)

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